DOCUMENT RESUME

ED 157 503 IR 006 006

TITLE Competency Based Curriculum: Health Education.
INSTITUTION Huntington Beach Union High School District, Calif.
PUB DATE 78
NOTE 27p.; For related documents, see IR 006 007-010

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Behavioral Objectives; *Curriculum Design; *Health Education; *Performance Based Education; Secondary Education

ABSTRACT

This document, produced by a committee of teachers in health education, includes a program description with pertinent extracts from the school district philosophy, as well as major goals and objectives. Curricular objectives state what a student should know, demonstrate, or be able to do in that study area. The sequence of goals and objectives represents two levels of standards: graduation standards for all students, and desirable standards for those students wishing to further their education in technical or vocational studies. (VT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED157303

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

COMPETENCY BASED CURRICULUM

HEALTH EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Frank J. Abbott

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

COMMITTEE MEMBERS:

Mike Allen, Chairperson
Les Armstrong, FVHS
Jim Axton, HBHS
Bruce Belcher, EHS
Duane Eastburn, WHS
Carol Hannah, OVHS
Wayne Johnson, MHS
Beverly Bradley, MHS
Betty Morr, MHS
Denny Moulton, MHS
Lee Penney, EHS

AUTHOR ABSTRACT

Author: Huntington Beach Union High School District

Title: Competency Based Curriculum Continuums: Reading, Mathematics, Language Arts, Career Education, Physical Education, Industrial Education, Business Education, Social Science, Science, Health & Recreation, Home Economics, Special Education, Foreign Language, Traffic & Safety Education, Music, Arts & Crafts

Abstract (up to 200 words):

The Huntington Beach Union High School District formed committees consisting of at least two teachers from each school selected for each of the sixteen identified disciplines: Reading, Mathematics, Language Arts, Career Education, Physical Education, Industrial Education, Business Education, Social Science, Science, Health & Recreation, Home Economics, Special Education, Foreign Language, Traffic & Safety Education, Music, Arts & Crafts, Each committee produced a document including the following:

1. Program Description -- with pertinent extracts from the District philosophy, major goals and objectives of the study area.
2. Curricular Objectives -- statements describing what a student should know, demonstrate, or be able to do in that study area.

Each committee established the sequence of goals and objectives representing three levels of standards: Graduation standards for all students; desirable standards for those students wishing to further their education in technical or vocational studies; and advanced standards for those students planning to attend a four-year college or university. The continuums have been community validated and Board approved.

HEALTH EDUCATION

INDEX

GLOSSARY OF TERMS.....i

PROGRAM DESCRIPTICN

Philosophy.....1

Major Goals of Health Education.....1

Major Objectives of Health Education.....2

CURRICULAR OBJECTIVES

Consumer Health.....3

Personal Health and Nutrition.....4

Growth and Development.....5

First Aid and Accident Prevention.....6

Prevention of Disease.....7

Mood and Behavior Modifying Substances.....8

Related Health Careers.....9

Family Health.....10

GLOSSARY OF TERMS

An explanation of the categories in which the curricular objectives have been placed is necessary to fully understand the division of categories. Following is our definition of the two categories:

1. *GRADUATION STANDARDS*

   The objectives constitute the graduation standards for all students who will be recommended for a diploma. Students must demonstrate proficiency in accomplishing each of these objectives. This category refers to students who plan to complete their formal education with high school graduation.

2. *DESIRABLE STANDARDS*

   This category of objectives is geared toward those students who not only will complete the high school graduation, but plan to continue further formal education. Completion of these objectives requires greater achievement than those objectives in the GRADUATION STANDARDS. However, students functioning in this category must also complete, satisfactorily, the GRADUATION STANDARDS objectives.

Objectives in each of these two categories constitute the essentials that a student should know, demonstrate, or be able to do. Learning beyond these objectives may well occur in any given classroom situation.

PROGRAM DESCRIPTION--HEALTH EDUCATION

PHILOSOPHY

Health Education prepares an individual to make intelligent decisions to protect and improve individual, family and community health. Health is a comprehensive term identifying the social, mental and physical aspects of human behavior. In actual practice, these three aspects of human behavior are interrelated and constantly changing. Health extends to a continuum from optimum well-being to ill health, and the level at which an individual functions on this continuum varies with time.

The purposes of Health Education do not stand apart from the purposes of education. Health Education is an important entity among the subject areas of the curriculum. It is primarily concerned with the well-being of individuals and groups. Health Education is an applied field of learning that relies largely upon the knowledge of the biological sciences, medical sciences, and related fields for its subject matter. The scientific knowledge that comprises Health Education is unique in that it is related to the changing health needs, interests and problems of the individual, the family and the community. Because its primary concern is the learner, Health Education is problem centered; focusing on the learner's physical, mental and social needs and interests.

MAJOR GOALS OF HEALTH EDUCATION

1. Provide each student with an awareness of the importance of mental health, physical fitness and sound personal habits of health and safety, and the opportunity to develop positive attitudes toward the conservation of human resources, both for the individual and for society.

2. Provide an atmosphere conducive to good mental health and to provide each student the opportunity to develop his/her individual feelings of self-worth, self-understanding and self-confidence.

3. Provide each student the opportunity to appreciate the significance of the stable family unit to an enduring society so he/she can develop both wholesome and responsible attitudes and skills necessary for functioning within the family structure.

4. Provide each student the opportunity to become a well-informed consumer of health products and services, and to develop an understanding of the effective use of economic, human and natural resources.

MAJOR GOALS OF HEALTH EDUCATION (cont'd)

5. *Provide each student the opportunity to develop skill and the ability to analyze health related situations, recognize resources, evaluate alternatives, make judgments, accept responsibility, and take positive action.*

MAJOR OBJECTIVES OF HEALTH EDUCATION

1. *Consumer Health: Develop sound criteria in selecting health products and services and to be aware of regulatory agencies.*

2. *Personal Health and Nutrition: Develop positive health behavior related to nutrition; oral health; vision and hearing; and exercise, rest and posture.*

3. *Growth Development: Recognize the physical, emotional and social factors that affect the sequence of growth and development.*

4. *First Aid and Accident Prevention: Recognize and understand the hazards within the environment through a study of first aid and accident prevention.*

5. *Prevention of Disease: Relate the disease process and techniques in prevention and control to communicable and non-communicable diseases such as the common cold, heart disease, cancer, respiratory diseases, and venereal diseases.*

6. *Mood and Behavior Modifying Substances: Describe the mood and behavior modifying substances such as alcohol, tobacco, prescription and non-prescription drugs; legal and illegal drugs; and the variety of motives and forces which promote the use of these substances, their effects on the body, and the health and safety problems which may occur with use.*

7. *Health Related Careers: Becomes aware of career opportunities in the field of health occupations and to provide them with exploratory activities that will assist in making career decisions.*

8. *Family Health: Develop a basic understanding of the dynamics of the human life cycle and of patterns of personal and family living that enhance it.*

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
1. *CONSUMER HEALTH* *The student will be expected to:* **GRADUATION STANDARDS** *a) Identify the influence of emotions, family patterns, and values in selection and use of health information, products and services.* *b) Analyze information for health products and services as presented through mass media.* *c) Recognize that harm may result from self-diagnosis and unwise use of drugs, medicines, devices, cosmetics, and dietary supplements.* **DESIRABLE STANDARDS** *d) Develop sound criteria in the selection and use of health information, products and services.* *e) Recognize the functions of those governmental agencies relating production, distribution and promotion of health information, products and services.*		

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
2. *PERSONAL HEALTH AND NUTRITION* *The student will be expected to:* GRADUATION STANDARDS a) *Describe food as it relates to health.* b) *Distinguish between practices that promote and those that hinder optimum dental, visual and aural health.*		
DESIRABLE STANDARDS c) *Relate the importance of exercise, rest and posture to one's health status.* d) *Develop criteria for food selections and patterns for eating.* e) *Evaluate factors leading to the acceptance of food facts and fallacies.* f) *Examine relationships among appearance, weight control, emotional security, and social approval.* g) *Recognize that nutritional requirements vary in relation to such factors as heredity, age, sex, activity, and state of health.* h) *Examine ways in which to utilize and promote community health resources.*		

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
3. *GROWTH AND DEVELOPMENT* *The student will be expected to:* **GRADUATION STANDARDS** *a) Explain the basic structure and functions of the human organism as they relate to growth and development.* *b) Compare the general growth patterns of male with that of female throughout life.*		
DESIRABLE STANDARDS *c) Identify ways in which heredity and environment influence physical, mental and social growth.* *d) Identify physical, emotional and social needs of young adults.* *e) Relate the process of dying and the experience of death to the total pattern of life cycles.* *f) Show ways that individual differences affect the substance and quality of life.*		

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
4. *FIRST AID AND ACCIDENT PREVENTION* *The student will be expected to:* GRADUATION STANDARDS *a) Apply accepted procedures to problem situations related to health and safety.* *b) Illustrate relationships between human behavior and accidents.* DESIRABLE STANDARD *c) Evaluate the functions of organizations in controlling environmental hazards.*		

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
5. *PREVENTION OF DISEASE* *The student will be expected to:* GRADUATION STANDARDS **a) Identify the symptions and treatment of various diseases, including sexually transmitted diseases.* *b) Describe the mental, physical and social factors which affect disease incidence and prevention.* DESIRABLE STANDARDS *c) Integrate information about disease prevention and control into an effective plan for reducing problems caused by diseases.* *d) Relate the effect of diseases to temporary, long-term or permanent disability.* *e) Interpret the role of organizations and individuals in the prevention and control of disease.* **Other standards upon written parental request may be substituted for instruction concerning human reproduction and sexually transmitted diseases by District forms #18.15 and #18.18 (Ed. Code Sections 51240 and 51550).*		

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
6. *MOOD AND BEHAVIOR MODIFYING SUBSTANCES* *The student will be expected to:* *a) Describe substances used by man to modify mood and behavior.* **GRADUATION STANDARDS** *b) Describe the various desirable and undesirable modifications of mood and behavior that may result when an individual uses certain substances.* *c) Identify community resources for the control of drugs and the rehabilitation of users.* *d) Analyze reasons why legal and illegal, prescription and non-prescription use of modifiers can become a regular behavior and a threat to future health.* **DESIRABLE STANDARDS** *e) Conclude that use, non-use, or abuse of mood and behavior modifiers results from interaction of personal needs, social consequences, and the individual's perceptions about the effects.*		

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
7. *RELATED HEALTH CAREERS* *The student will be expected to:* **GRADUATION STANDARD** a) *Identify career opportunities in medicine and the allied health occupations.* **DESIRABLE STANDARDS** b) *Describe skills and preparation required for various health occupations.* c) *Analyze desirable personal qualifications for work in health occupations.*		

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
8. *FAMILY HEALTH* *The student will be expected to:* GRADUATION STANDARDS *a) Describe the structure and function of the male and female reproductive system. *b) Explain conception, prenatal stages of development, and the birth process. c) Identify community resources for family health needs. d) Recognize criteria for dating behavior. e) Examine responsibilities and privileges inherent in a marriage relationship and in family planning. f) Describe mental and social factors that influence male and female roles. DESIRABLE STANDARDS g) Distinguish cause and effect relationships contributing to the disruption of harmonious family life. h) Analyze characteristics that contribute to a successful life style. *Other standards upon written parental request may be substituted for instruction concerning human reproduction and sexually transmitted diseases by District forms #18.15 and #18.18 (Ed. Code Sections 51240 and 51550).		

CURRICULAR OBJECTIVES

COMPETENCIES	SUGGESTED LEARNING ACTIVITIES & SUGGESTED MULTI-MEDIA MATERIALS	MEANS OF ASSESSMENT
8. *FAMILY HEALTH (cont'd)* *The student will be expected to:* *i) Examine the significance of the family cycle in the evolution of values, standards and attitudes.* DESIRABLE STANDARDS *j) Integrate data into an effective plan for the solution of a family life problem.*		